



# The National Institute for Urban School Improvement

*CFDA: 84.326B The Urban Inclusion Technical Assistance Center*

*Quarterly Report:*

Year Three Quarter Four

July 1, 2005 to September 30, 2005



Established in 1997, NIUSI has been effective at accomplishing its goals and establishing itself as a source for technical

# Leadership

## Principal Investigator

**Elizabeth B. Kozleski**  
Director and Principal Investigator  
SEHD  
University of Colorado at Denver and Health Sciences Center  
National Institute for Urban School Improvement

## Project Officer

**Anne Smith**  
Project Officer  
Office of Special Education Programs  
U.S. Department of Education  
Washington, D.C.

## Advisory Board

**Mike Armstrong**  
Ohio Department of Education  
**Lorenzo Aragon**  
BUENO Center for Multicultural Education  
**Kathy Chapman**  
Mid South Regional Resource Center  
**Robert Coward**  
Capitol Area ADAPT  
**Beverly Cross**  
University of Wisconsin-Milwaukee  
**Ingrid Draper**  
Education Development Center  
**Rene Galindo**  
University of Colorado at Denver  
**Ray Gerke**  
National Coalition on Self-Determination  
**Marquita Grenot-Scheyer**  
California State University - Long Beach  
**Donna Martinez**  
National Coalition on Self-Determination  
**Evelyne Milorin**  
Parent  
**Hyun-Sook Park**  
San José State University  
**Rachel Quenemoen**  
National Center for Educational Outcomes  
**Judith Rizzo**  
Institute for Educational Leadership and Policy  
**Ramon Villareal**  
Interwest Equity Assistance Center  
**Nancy Weiss**  
TASH  
**Stephanie Yates**  
Parent

## Associate Director

**Shelley Zion**  
SEHD  
University of Colorado at Denver and Health Sciences Center

## Staff

**Lindsay Heath**  
Graduate Assistant

**Swati Jain**  
Graduate Assistant

**Sherise Kerford**  
Events Coordinator

**Jenn Light**  
On-line Professional Development

**Deidre Magee**  
Professional Development

**Jean McDonald**  
Office Manager

**Jeff Richmond**  
Publications Coordinator

**Barbara Sparks**  
Evaluation Coordinator

**Kate Templeton**  
Networking & Communications Coordinator



# The NIUSI Mission

Develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices.

## Inside this issue:

Overview	
Continuous Improvement	5
Research and Development	8
Professional Development	9
Networking and Dissemination	11
Participatory and Multi-Method Evaluation	13
Appendix A: NIUSI Liaison	14
Appendix B: Synergy Site District Profiles	15
Appendix C: Cognitive Coaching and Collaborative Teaching	16
Appendix D: Accreditation Standards	17

IDEA '04 mandates that students with disabilities receive their education with non-disabled peers to the maximum extent appropriate. The national trend is toward this goal: In 1998-1999, according to the U.S. Department of Education, 47.42% of students with disabilities nationally were being educated for more than 80% of the day in general education classrooms. In contrast, for most urban school districts the average percentage is about 30%. The National Institute for Urban School Improvement has eight years of experience and success in supporting capacity building in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. Headquartered at the University of Colorado at Denver and Health Sciences Center, the **mission** of NIUSI is to partner with Regional Resource Centers to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy and positive behavior supports. The work addresses five broad goals that together support the capacity of urban schools and school districts to engage students with disabilities in high quality curriculum and learning experiences that improve their ability to succeed in school. These goals include (1) a focus on CONTINUOUS IMPROVEMENT; (2) continued RESEARCH AND DEVELOPMENT; (3) coherent and culturally responsive PROFESSIONAL DEVELOPMENT; (4) national NETWORKING AND DISSEMINATION; and (5) PARTICIPATORY AND MULTI-METHOD EVALUATION.

[www.urbanschools.org](http://www.urbanschools.org)

# Overview

assistance on issues

related to inclusion in special education. The activities of the Institute are designed to affect the 100 largest urban school systems in the United States. Nine districts of these 100 urban school systems comprise our Synergy Sites where NIUSI has memorandums of understanding that create partnerships with the districts to engage in all five project goals through shared resources and joint planning for professional development and technical assistance.

We have linking sites in Delaware and Louisiana where we have memorandums of agreement to share products, coach change agents, and share data from our collective work. Finally, through our dissemination efforts on the web and in collaboration with professional organizations like TASH, CEC, the American Association of Superintendents, the National Association of Secondary School Principals, the Council of Urban Boards of Education, the National Association of State Boards of Educations and the like, NIUSI markets our work and our results to the other urban districts in the country.

## NIUSI's Accomplishments and Activities for Year Three, Quarter Four

- Average of 2,258 hits per day on NIUSI website over a seven-day period of monitoring.
- Accreditation Tool for schools working on inclusive practices.
- Toolkit of inclusive practice resources for partnership schools.
- District Profiles on each of the 9 Synergy Sites.
- 126 School Profiles on partnership schools within each of the Synergy Sites.
- Site visits and technical assistance provided to Synergy Sites and Linking Sites.
- Leadership Academies focused on providing professional learning reformatted and uploaded to NIUSI website.
- 2,604 *On Points* distributed to schools and districts.

## NIUSI Outcomes

1. *Increased numbers of students with disabilities served effectively in general education settings.*
2. *Increased use of research validated, culturally responsive practices in early intervention, reading, behavior, and universal designs for learning.*
3. *Increased numbers of inclusive schools with records of effective, achievement oriented, culturally responsive success with students with disabilities.*
4. *Increased number of effective improvement strategies for special and general education professional development and technical assistance that are unified and coherent across schools in large, urban school districts.*

# Continuous Improvement

*Increase knowledge and understanding through evaluation of current practice, change efforts and impact.*

## Objectives

- Collaborate with 9 Synergy Sites
- Develop a web-based, sensitive and responsive continuous improvement cycle
- Assist Synergy Sites in developing annual and triannual cycles of improvement

## Summary

The work of the Continuous Improvement Core Team has focused on responding to the differing professional development needs of the nine Synergy Sites currently involved with the Project through a variety of technical assistance.

The nine Synergy Sites are: Chicago Public Schools, Clark County Schools in Las Vegas, Denver Public Schools, Cincinnati Public Schools, District of Columbia Schools, Hacienda La Puente Unified School District, California, Houston Independent School District, Miami-Dade County Public Schools, and New York, Region 4 and District 75. These districts and schools receive in-depth monthly coaching and mentoring along with national meetings, site visits, problem solving sessions, leadership academies, a variety of tools and materials developed through the Project and targeted assistance with

locally identified issues related to a data-based, continuous improvement approach for inclusive practices.

The Online Data Team, led by David Gibson, made several site enhancements this quarter as a result of integrating new denominator data with the site. Preparation for the overhaul of the library resources was initiated. User questions were addressed and contacts with new data managers were made.

## Accomplishments

- Provided regular coaching for most synergy sites in face-to-face site visits or through email and phone contact.
- Communication e-newsletter, NIUSI Liaison, distributed with updates, resources, and events, sent to synergy site liaisons on bimonthly basis. (See Appendix A)
- A new dynamic mapping application was implemented. This application needs a password for access due to the privacy issues at the local school level.
- New city-level maps were produced.
- New denominator data was integrated with the site causing some of the reorganization.

## Chicago Public Schools

Jim Lundstrom, Chicago Public Schools and NIUSI liaison, has been working with Elizabeth Kozleski on developing an accrediting process for organizations working towards inclusive school practices. After meeting with the accrediting organization representative, Jim began developing a funding proposal that will be sent to Chicago-based foundations. The proposal seeks money to seed collaborative development, among the three entities, of an accrediting process and instrument.

The accreditation instrument was developed by Elizabeth and Jim. School-based inclusive teams are possible groups which could be used for validating the accreditation instrument. Jim will present this research project to a group in Indiana in October. Chicago has submitted new 2004 student data that is incorporated into the NIUSI data mapping site.

## Cincinnati

Cincinnati Schools came into the NIUSI project in May 2004 and hired a new Superintendent who is reorganizing at all levels. As a result, Shelley Zion made a site visit there in September to meet with the project liaison, Markay Winston, to find out what their priorities are and how NIUSI might work with the district. A number of materials were supplied to Markay, such as the Memorandum of Understanding and Talking Points, which will be helpful to her in talking with the new Superintendent about the prior agreement between the district and NIUSI.

## New York

Recent conversations indicate that New York will choose new schools to work with NIUSI in order to access technical assistance resources. Region 4 has been identified. Region 4 Administrator of Special Education is Nancy Needle; Regional Superintendent is Reyes Irizarry. Schools within the district will be identified by Nancy Needle. A fall meeting was scheduled with the Region 4 team and site liaisons Cathy Rikhye and Philip Santise.

A two day workshop was held at the end of July for about 75 district and RRC folks on disproportionality and culturally responsive schools. Shelley Zion presented a one hour session on culturally responsive systems. The summer institute was coordinated by the NYU Chapter 405 technical assistance center.

## Conferences

Conference	Date	Who attended	Presentation or Networking	Presentation title
NIUSI Site Liaison Retreat	June 30-July1	NIUSI staff, Synergy Site Liaisons, RRC representatives	TA & Networking	Goal Setting & Strategies for Success Assessing, Coaching & Building Leadership Teams

## Las Vegas, Clark County Schools

Clark County School District is organized into regions with regional superintendents. Pam Kazee, Northeast Director, is the NIUSI synergy site liaison. In her bimonthly updates to Deidre Magee, she reports her efforts at the professional, regional and district levels. Accordingly, a plan is in place for site-based technical assistance at the district level. Inclusive Schools Partnerships (ISP) Advisory members accompanied region teams to review rubrics with the school site ISP teams, and to check implementation and evidence on their action plans. Additional supports are provided by region team member and/or ISP team member as needed. For intensive needs, Stetson & Associates representatives meet with school-based ISP teams. Existing ISP school teams participated in a full day "Power Planning" session in August to get an overview of the MOU, the goals of the program, a rubric assessment, the action plan and its process, the role of BLT, BLT membership, and evidence gathering. Some training was also conducted on multiple intelligences. The NIUSI PD Modules were downloaded from the website and used as a resource in the Professional Development. Numerous goals were set and achieved by Clark County Schools prior to the beginning of the school year. These include: training new site teams and their administrators, training administrators of continuing programs, reviewing the MOU with all participating sites, devising a structured and systematic technical assistance plan to deliver more quality service to school level sites and organize book studies. Other district level efforts included developing a marketing plan within each district and building bridges with Curriculum & Professional Development for SSSD & CPD. Improving the district electronic link and finalizing plans for opening Community Resource Centers by fall 2005 were also identified. There is planning underway for developing content for two online professional development modules: UDL and Student Intervention Programs. One module, Building Leadership Teams, was made available early September for use with district training. Finally, Clark County is developing a Learner Center prototype and data collection system.

Partnerships with UNLV and NV State Community College are being developed for para-professionals tuition coverage. A career ladder is being developed for para-professionals as well. Para-professional materials developed by Nancy French, University of Colorado at Denver and Health Sciences Center, were provided to them. At the school level, Clark County developed the ISP action plan that aligns with school improvement goals and identified co-teacher pairs. NIUSI is working with Clark County on data mapping, and providing information and materials on population-based and census-based flexible funding models and research for inclusive/culturally responsive practices related to student achievement. They have also requested review of their marketing and professional development plans.

### Hacienda La Puente, California

A two day cognitive coaching workshop was held at Los Altos High School in August. Los Altos High School is considered a flagship school within the Hacienda La Puente School District. The principal of Los Altos, Rob Roberts, initiated the request that his teachers be trained in inclusive practices. Project site liaisons, Donna Moore, Beth Nishida and Rob Roberts, Principal, facilitated the planning with Deidre Magee's assistance. Deidre and Elizabeth Kozleski then spent a half day training five district level coaches selected by Beth Nishida; and one and a half days with the school's faculty and the Director of Special Education for the district. The Principal clarified for the school's teachers that using collaborative teaching as a strategy to develop a more inclusive school was non-negotiable. A follow-up session with the district coaches and building level faculty is scheduled for October 19th. Beth had Rob Roberts report on the training at her leadership meeting. As a result, another principal indicated interest in having three sets of teachers, who will be using collaborative teaching, go through similar training.

The coordination of special education in HLP is hindered in several respects, making progress at Los Altos High School a good step. Limiting aspects include the separate physical location of SPED from central administration, which houses both Elementary and Secondary Education services. SPED services, which provides a great deal of professional development for various levels of practitioners, is also separated physically from the Professional Development team. Additionally, the supervisor of SPED, a general education specialist, is located at central administration and not at the SPED office. All of these constraints coalesce to strain day-to-day access to district resources and people as well as easy access to professional development resources. An asset of the district is having a superintendent who has a long history of interest in special education.



### Next Steps

- Online priorities for the next three months include keeping in touch with the sites about updating their data and completing each round of inquiry as fully as possible with an emphasis on Miami and Cincinnati; working on map consistency and message clarity, through color scheme and labels; and adding a district-level calculator as an added value feature.
- There is an interest in working with project leadership on adding new levels of data and analysis, such as proxies for the opportunity to learn, graduation rates, and showing an analysis of Free and Reduced Lunch against Least Restrictive Environment.
- Completion of the re-seeding of the online library with new references.
- Planning for the fall 2005 Synergy Site Liaison National meeting in October.

# Research and Development

*Synthesize and expand research-based practices for linguistically and culturally diverse students*

## Objectives

- Use a conceptual framework for analysis & synthesis of available information
- Produce and update an accessible series of synthesis products and working papers
- Produce products grounded in the work of participating SEA and LEAs achievements
- Create materials and products and test research-based strategies

## Summary

The Research and Development Core Team has been busy with a number of tasks related to the development of research-based instruments and tools to be used in technical assistance and the change process. *On Points*, developed by research scholars from a variety of universities on topics of interest to educators, parents and policy makers, is an ongoing series of materials at various stages of development. In addition to publishing three *On Points* in Quarter 2, the following *On Points* have been approved by the editorial board and are being desktop published: *Principals for Inclusive Schools*, *Understanding Cultural*, *Teacher Culture Identity*; *Skilled Dialogue*; and *Immigration Then and Now: Old Face, New Story*. Authors include Christine Salisbury and Gail McGregor, Shelley Zion and Kim White, Isaura Barrera, and Rene Galindo. Compiling a prototype for the NIUSI Toolkit, assembling a literature for all of the elements of the Systemic Change Framework and developing Rubrics for the Systemic Change Framework were also accomplished.

## Publications

Hess, R. S., Molina, A., & Kozleski, E. B. (In review). Until somebody hears me: Parental voice and advocacy in special education decision-making.

Smith, A. & Kozleski, E. B. (in press). Witnessing Brown: Pursuit of an equity agenda in American education. *Remedial and Special Education*.

## Next Steps

- Complete development and editing of all *On Points* products currently in progress.
- Validate the draft of the Accreditation Tool with school-based inclusive teams in the Chicago Public Schools.

## Accomplishments

- Finalized protocol for testing the reliability and validity of the Culturally Responsive Assessment Tool. LEAs and SEAs have been asked to nominate schools to pilot the instrument.
- Completed review of Synergy Site District Profiles. Profiles will be uploaded to the Project website at <http://www.urbanschools.org>. Profiles include 9 districts and 126 schools. (See Appendix B for District Profiles)
- Final development of the NIUSI Toolkit in process, after in-depth review by project staff.
- Final draft of *Understanding Culture On Point* has been completed.
- Conducted a literature review of the elements of the Systemic Change Framework and developed a set of rubrics for the framework.

## Washington D.C.

According to Karen Griffin, D.C. Special Education Director, there is renewed interest in getting schools on board with NIUSI's technical assistance resources. New schools will be identified. Elizabeth Kozleski was invited to serve as a member on their advisory board, chaired by the Assistant Superintendent of Special Services, to assist in monitoring their progress. A site visit is planned for October.

# Professional Development

*Leverage continued improvement of Inclusive Practices in Urban Schools through regional technical assistance plans, collaborative work with Leading Urban Districts focusing on Research Validated Practices in early intervention, reading, behavior, and Universal Design*

## Objectives

- Support knowledge use through Virtual & Real-Time symposia and Leadership Academies.
- Professional Development planned and personalized.
- Online Mentoring and Critical Feedback: Our Professional Learning Portfolio (PLP).

## Summary

The work of the Professional Development Core Team focused on reformatting Professional Development Leadership Modules to NIUSI Project standards (initially produced under a contract with Delaware). To date three modules have been completed. These include Building Leadership Teams, Mining Data, and Inclusive Schools. In progress modules include Universal Design for Learning, Co-Teaching and Reporting Student Progress. Each module consists of three Academies.

## Accomplishments

- Provided professional development workshops and presentations in Hacienda La Puente and Cincinnati. The Hacienda La Puente cognitive coaching and co-teaching at Los Altos High School was so successful that another high school principal is interested in providing the same professional development for his school. (See Appendix C for Cognitive Coaching PowerPoints)
- Redesigned and reformatted two Leadership Modules: Mining Data, and Co-teaching. Uploaded the modules to the NIUSI website for use by various practitioners.
- Developed, in collaboration with Jim Lundstrom of Chicago Public Schools, an accreditation tool for schools working on inclusive practices. (See Appendix D)
- NIUSI's first web tour, "How to Use Data Maps", was conducted by Deidre Magee. Attendance included representatives from the North Central, Mid-South, Mountain Plains, and Western Regional Resource Centers, U.S. Department of Education Access Center, Student Progress, and Special Programs, the National Accountability Center, State Departments of Education from Delaware and Maryland, Region 2 Parent Center, and the ATF as well as several project staff. As an indication of how well the web tour was received, at least one participant shared the material and information with others while in attendance online. Evaluation results indicate that people found the data maps and other tools to be relevant to their work, easy to navigate and easily accessible.

## Miami-Dade County Public Schools

Cathy Orlando of the Inclusive Schools Initiative is the synergy site liaison for the Miami-Dade Schools. As a statewide structure for professional development, The Initiative provides services to many schools. By the end of 2005, 160 school leadership teams will be trained in staffing and scheduling processes as part of the ALL Students ALL School Initiative. The Initiative is aimed at implementing inclusive models. Practitioner level training of the "Changing Role of the ESE teacher" was scheduled for the General Education/ESE partnerships. District-wide, Miami-Dade hopes to have SWD students in least restrictive environments by the start of the school year.

Miami-Dade has requested technical assistance from NIUSI in the areas of student outcome measures and data analysis and technical assistance documents that can be used with LEAs. Cathy Orlando has requested a January training with her staff on cognitive coaching.



## Conferences

Conference	Date	Who attended	Professional Development or Technical As-	Presentation title
Hacienda La Puente, Los Altos High School	August 12	Deidre Magee, Elizabeth Kozleski, high school faculty, 5 district SPED	Professional Development	Collaborative Teaching & Cognitive Coaching
Cincinnati	September 20	Shelley Zion	Professional Development	

## Next Steps

- In the next three months the Core Team will complete work on the redesign and new format of the last module: Universal Design for Learning.
- NIUSI will hold the second annual national student art contest in December to generate activity and interest in NIUSI's website.

### Denver Public Schools

DPS has its project work plan for academic year 2005-2006 in place. With the plan in place Gene Bamesberger, site liaison, began recruiting new schools to participate in the Institute and become NIUSI schools. Schools include Ford, Maxwell, Oakland and Martin Luther King. Cohort facilitators were identified along with outcomes.

Gene attended the Critical Issues in Special Education Symposium where issues of achieving adequate yearly progress for students with disabilities were discussed. He then met with Northeast Area Secondary Principals at their summer retreat in July and reviewed CSAP data and how to help students with disabilities achieve adequate yearly progress. He also redesigned the referral procedures to assist building staffing teams in conversations when designing structures and action plans that will maintain students in their home schools.

A Student Services Leadership Team Retreat was developed in September on the processes of intervention and classroom actions to promote inclusive practices. Teams of five people included representatives from Administration, General Education, SPED and literacy and/or math are required to attend. The location for an action research project on Level I & II interventions plus procedures for the interventions and data collection are planned for this event. Gene, Christine McCledon and Deidre Magee collaborated on a plan for requested assistance for designing and implementing the Leadership Retreat and developing action research proposals.

Plans are underway for involvement in National Inclusive Schools Week with School Board and City of Denver proclamations and a televised panel discussion on DPS Today – Channel 8. Poster and writing contests for classroom activities and a Transition Fair and a Child Find Fair are also planned during the National Inclusive Schools Week. Development of a Professional Learning Community with other site participants about common issues was suggested by Denver with the intent of focusing discussions at NIUSI Liaison Meetings.

A new superintendent, Michael Bennett, is on board for the new academic year and proclaims that Denver should be in the top tier of schools. However, ten elementary schools lost funding for their Reading First programs and several middle schools were closed due to not meeting standards. Restructuring is underway.

# Networking and Dissemination

*Engage national discourse in local, professional practice, and policy communities on Improving educational outcomes for linguistically and culturally diverse students.*

## Objectives

- Develop a strategic cycle for the Center's products and events
- Design, develop and maintain a technology infrastructure for the Institute
- Use the Center's technology infrastructure to collaborate

## Summary

The Networking and Dissemination Core team created a communications plan that focuses on our varied audiences including districts and schools, RRCs and other TA&D groups, parents, students and teachers in order to reach them more effectively. The main objectives of the communications plan are to increase visibility for the project, and position NIUSI as a leader in research, evaluation and technical assistance that benefits all students.

## Accomplishments

- Secured new data management group to monitor daily traffic on project website. In the first seven day period of monitoring by this group, 15,805 hits were recorded to the site, averaging 2,258 per day.
- Revised communication plan to broaden dissemination of information to a wider audience of educators, policy makers, and advocacy groups.
- Developed consistent and professional template for all NIUSI products, creating a design library which can be used for professional development materials and presentations.
- Initiated e-BLAST for announcements of products and services, and maintained the NIUSI website.
- Participated in quarterly conference call of the TA&D Information Services Network.
- Presented poster sessions for OSEP conference and Colorado Special Educators conference.
- Translated *On Points, Improving education: The promise of inclusive schooling into Hindi.*
- Distributed the following *On Points: Improving education: The promise of inclusive schooling.*
  - 1,800 copies to Fairfax County Public Schools (English)
  - 150 copies to Family Matters Parent Training & Information Center, IL (English)
  - 40 copies to Los Altos High School, CA (English)
  - 50 copies to Los Altos High School, CA (Spanish)
  - 600 copies to Miami-Dade, Florida Inclusion Network (Spanish)

## Conferences

Conference	Date	Who attended	Presentation or Networking	Presentation title
Communities of Practice	July 25, August 1	Deidre Magee	Networking	Conference calls
OSEP Data Managers Conference	July 17	Kate Templeton	Networking	Poster Session: NIUSI mission, products & data mapping
OSEP Project Directors' Conference 2005: Unifying Preparation, Research, Practice, and Policy: Improving Results for Children with Disabilities.	July	Elizabeth Kozleski, Alfredo Artiles and Stan Trent	Presentation & Networking	Ensuring Positive Outcomes for Students in High-Poverty Schools.
OSEP Project Directors' Conference 2005: Unifying Preparation, Research, Practice, and Policy: Improving Results for Children with Disabilities	July	Alfredo Artiles and Elizabeth Kozleski	Presentation & Networking	Studying Professional Practice as Cultural Work: Theoretical and Methodological Considerations
Family School Linkages	August 22	Deidre Magee	Networking	Team Leader Planning
OSEP Summer Institute	August 11-12	Shelley Zion	Presentation & Networking	Disproportionality
Colorado Consortium of Special Education Teacher Educators	Sept 22	Kate Templeton	Networking	Poster Session: NIUSI mission, products & data mapping

## Next Steps

- Work with website host, Greenriver, on refining the way data is captured and categorized for maximum use and information to NIUSI.



# Participatory and Multi-Method Evaluation

## Objectives

Evaluate Impact

## Summary of Quarter

- Initiated Quarterly Reflections for Professional Development with staff team to focus on lessons learned and progress made with synergy sites. Some initial outcomes of the first session include:
  - Recognizing a developmental model of coaching based on what we know about who, what, where, why, when and how these elements interact in synergistic ways to inform practice.
  - The District Effort Rubric, developed by NIUSI, is a useful tool in determining the influence of organizational structures on district and state work related to effecting change.
  - A lesson learned about site work: presence, consistency and frequency of contact increase the commitment and level of work of the synergy site liaisons.

## Accomplishments

- Set schedule of Quarterly Reflections to assist Site Coordinators in identifying impact and effects of their work.

## Next Steps

- Plan for next Quarterly Reflections session scheduled for November.

### Houston Independent School District

The 2005-2006 Houston School District project work plan is in the Institute's office. With this plan in place, the Houston site liaison, Lisa Couch, worked with Deidre Magee on the Inclusion Summit scheduled for September. The district reorganization of some of the departmental work necessitated the cancellation of the Summit. In its place, a series of fall trainings for teachers on topics such as inclusive settings, conducting needs assessment for service delivery models, collaboration between general education and special education teachers, differentiating instruction, data analysis and inclusion strategies for behavior students will be provided. The NIUSI PD Modules are being downloaded from the website as resources for the professional development.

Schools are conducting needs assessments and scheduling students for fall placement in more inclusive settings. Schools are sending teams to training in inclusive practices for science and social studies classrooms as well as training on strategies for differentiating instruction and collaborative services. Secondary schools are participating in a pilot program to increase inclusion in science and history classrooms. Elementary schools are working to develop appropriate science and social study students IEPs for student in general education classrooms. Inclusion training is being provided for preschool programs for children with disabilities and early childhood teachers.

Administrators in the district are being trained in the administrator's role in implementing and sustaining a successful inclusion program as well as inclusion strategies to assist in meeting NCLB's "Highly Qualified" requirement. Regional directors and coordinators are working to coordinate cohesive inclusion trainings to all the district's regions.

Houston has been busy with placing New Orleans students in the aftermath of Katrina.

## Appendix A: NIUSI Liaison

## Appendix B: Synergy Site District Profiles

# Appendix C: Cognitive Coaching and Collaborative Teaching

# Appendix D: NIUSI Accreditation Standards - A Blueprint for Inclusive Schools